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ABSTRACT

This document is divided into an introduction and two sections. Each section is divided into two parts: definition and synthesis. Section 1 is devoted to competency-based teacher education. The "definition" part presents 14 definitions of competency-based teacher education that have been culled from various authorities. The "synthesis" part lists seven components that encompass all facets of programs that were defined in the "definition" part. These components are as follows: competencies, assessment, individualized instruction, field-centered component, systematic approach, general program characteristics, and decision-making processes. Each of these consists of several factors, which are also listed, the number varying with the component area. Section two is devoted to competency-based teacher certification. Three definitions are quoted. The "synthesis" part describes the following models: informational process, alternative program, facilitation, mandate, generic competencies, specific competencies, criteria, and state assessment. (JA)

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COMPETENCY-BASED TEACHER EDUCATION AND CERTIFICATION DEFINITIONS

SYNTHESIS AND SCHEMA

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Teacher Preparation and Professional Development Services
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I. INTRODUCTION

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Introduction

The concept of competency-based teacher education and certification is currently one of the most frequently discussed and controversial subjects in teacher education. A controversy within this movement is one of definition. Just what is competency-based (or performance-based) teacher education and certification? As an attempt to assist those who wish to become informed about this topic, a number of definitions have been assembled in this document.

An attempt has also been made to synthesize the definitions and provide the reader with a concise yet comprehensive overview of the elements of the definitions. A very real problem exists, however, in that some programs will insist that certain elements are not necessary for a CBTE program, while others will insist that these same elements are absolutely essential. Some have concluded that there is no single type of CBTE program, but many types, hence, it is a multiple concept with as many definitions.

Facing the fact that we do not have a completely agreed upon set of criteria for defining the concept, the problem becomes one of synthesizing without violating commonly accepted, yet opposing, viewpoints. Two different approaches to synthesis have been attempted here. In the case of competency-based teacher certification, a continuum is provided to illustrate the variety of state approaches. In the case of competency-based teacher education, a linear relation among programs was not observed, therefore, a profile approach was developed.

The continuum and profile are not offered as precise definitions. They are meant instead to give those unfamiliar with the competency approach an overview of the alternative models. Also, for those states and institutions already involved in an operational program, the continuum or profile may assist in defining that particular program and place it in the perspective of other alternative models or approaches.

II. COMPETENCY-BASED TEACHER EDUCATION

Definitions

1. In performance-based programs performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching; the training institution is itself held accountable for producing able teachers. Emphasis is on demonstrated product or output.[1]

Essential Elements

In the State of the Art Publication[1] December 1971	"Essential Defining Characteristics of PBTE" as viewed by the AACTE Committee[2]
A teacher education program is performance-based if	
1) Competencies to be demonstrated by the student are	1) Competencies to be demonstrated by the student are
· derived from explicit conceptions of teacher roles,	· derived from explicit conceptions of teacher roles <u>in achieving school goals</u>,
	· <u>supported by research, curriculum and job analysis, and/or experienced teacher judgment</u>,
· stated so as to make possible assessment of a student's behavior in relation to specific competencies, and	· stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
· made public in advance.	· made public in advance.

[1]Stanley Elam. <u>Performance-Based Teacher Education: What is the State of the Art</u>? PBTE Series: No. 1. Washington, D.C.: American Association of Colleges for Teacher Education, 1971. pp. 1,2,6,7,8.

[2]AACTE "Essential Defining Characteristics of PBTE as Viewed by the AACTE Committee" in <u>Achieving the Potential of Performance-Based Teacher Education: Recommendations</u>, PBTE Series: No. 16. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. pp.32,33.

2) Criteria to be employed in assessing competencies are ·based upon, and in harmony with, specified competencies, ·explicit in stating expected levels of mastery under specified conditions, and ·made public in advance.	2) Criteria to be employed in assessing competencies are ·based upon, and in harmony with, specified competencies, ·explicit in stating expected levels of mastery under specified conditions, and ·made public in advance.
3) Assessment of the student's competency ·uses his performance as a primary source of evidence, ·takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors, and strives for objectivity.	4) Assessment of the student's competency ·uses his performance as a primary source of evidence, ·takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior, strives for objectivity, and <u>facilitates future studies of the relation between instruction, competency attainment and achievement of school goals</u>.
4) The student's rate of progress through the program is determined by demonstrated competency <u>rather than by time or course completion</u>.	5) The student's rate of progress through the program is determined by demonstrated competency.
5) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.	3) The instructional program provides for the development and evaluation of the student's achievement of each of the competencies specified.

Note: Underlining used to cite differences in the two analyses.

These are generic, essential elements. Only professional training programs that include all of them fall within the AACTE committee's definition of PBTE.

Also from the State of the Art Publication, 1971:

Implied Characteristics	Related, Desirable Characteristics
1. Individualization	1. Field Setting
2. Feedback	2. Broad Base for Decision Making
3. Systemic Program	3. Protocol and Training Materials
4. Exit Requirement Emphasis	4. Student Participation in Decision Making
5. Modularization	5. Research-Oriented and Regenerative
6. Student and Program Accountability	6. Career-Continuous
	7. Role Integration

#2. Criteria for Assessing the Degree to Which Professional Preparation Programs are Competency-Based

Competency Specifications

1.0) Competency statements are derived from and linked to an analysis of job definition and/or a theoretical formulation of professional responsibilities.

2.0) Competency statements describe outcomes expected from the performance of profession-related functions, or those knowledges, skills, and attitudes thought to be essential to the performance of those functions.

3.0) Competency statements are phrased so as to facilitate criterion-referenced assessment.

4.0) Competencies are treated as tentative predictors of professional effectiveness, and subjected to continual validation procedures.

5.0) Competencies are specified and made public prior to instruction.

6.0) Learners completing the CBE program demonstrate a wide range of competency profiles.

Instruction

7.0) The instructional program is derived from and linked to specified competencies.

8.0) Instruction which supports competency development is organized into units of manageable size.

9.0) Instruction is organized and constituted so as to accomodate learner style, sequence preference, pacing, and perceived needs.

10.0) Learner progress is determined by demonstrated competency.

11.0) The extent of learner's progress in demonstrating competencies is made known to him throughout the program.

12.0) Instructional specifications are reviewed and revised based on learner feedback.

Assessment

13.0) Competency measures have validity in relationship to competency statements.

14.0) Competency measures are specific, realistic, and sensitive to nuance.

14.1) Procedures for measuring competency demonstration assure quality and consistency.

14.2) Competency measures allow for the influence of setting variables upon performance.

15.0) Competency measures discriminate on the basis of standards set for competency demonstration.

16.0) Data provided by competency measures are manageable and useful in decision making.

17.0) Competency measures and standards are specified and made public prior to instruction.

Governance and Management

18.0) Statements of policy exist that dictate in broad outline the intended structure, content, operation and resource base of the program, including the teaching competencies to be demonstrated for exit from the program.

19.0) Formally recognized procedures and mechanisms exist for arriving at policy decisions.

19.1) A formally recognized policy making (governing) body exists for the program.

19.2) All institutions, agencies, organizations, and groups participating in the program are represented in policy decisions that affect the program.

19.3) Policy decisions are supported by, and made after consideration of, data on program effectiveness and resources required.

20.0) Management functions, responsibilities, procedures, and mechanisms are clearly defined and made explicit.

20.1) Management decisions reflect stated program philosophy and policy.

20.2) The identified professional with responsibility for decision has authority and resources to implement the decision.

20.3) Program operations are designed to model the characteristics desired of schools and classrooms in which program graduates will teach.

20.3a) Job definitions, staff selections, and responsibility assignments are linked to the management functions that exist.

20.4) Formally recognized procedures and mechanisms exist for arriving at the various levels of program management decisions.

Staff Development

21.0) Program staff attempt to model the attitudes and behaviors desired of students in the program.

22.0) Provisions are made for staff orientation, assessment, and improvement.

23.0) Staff development programs are based upon and engaged in after consideration of data on staff performance.

Total Program

24.0) Research and dissemination activities are an integral part of the total instructional system.

24.1) A research strategy for the validation and revision of program components exists and is operational.

24.2) A data-based management system is operational.

24.3) Procedures for systematic use of available data exist.

25.0) Institutional flexibility is sufficient for all aspects of the program.

25.1) Reward structure in the institution support CBTE roles and requirements.

25.2) Financial structure (monies and other resources) in the system support collaborative arrangements necessary for the program.

25.3) Course, grading, and program revision procedures support the tentativeness necessary to implement the program.

26.0) The program is planned and operated as a totally unified, integrated system.

National Consortium of CBE Centers, August 1974.

3. A competency-based teacher education program has been defined as a program which specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies, and holds the student accountable for meeting those criteria.

James M. Cooper, and Wilford A. Weber. "A Competency-Based Systems Approach to Education," Competency-Based Teacher Education: A Systems Approach to Program Design. Edited by James M. Cooper, Wilford A. Weber, and Charles E. Johnson. Berkeley, California: McCutchan Publishing Corporation, 1973. Chapter 1, page 14.

4. Characteristics of competency-based instruction: "(1) specification of learner objectives in behavioral terms; (2) specification of the means of determining whether performance meets the indicated criterion levels; (3) provision for one or more modes of instruction pertinent to the objectives, through which the learning activities may take place; (4) public sharing of the objectives, criteria, means of assessment, and alternative activities; (5) assessment of the learning experience in terms of competency criteria; and (6) placement on the learner of the accountability for meeting the criteria."

Robert W. Houston, and Robert B. Howsam (Editors). Competency-Based Teacher Education: Progress, Problems, and Prospects. Palo Alto: Science Research Associates, Inc., 1972. pp. 5,6.

#5.

1) Competency-Based Teacher Education (CBTE) -- Respective state educational agency approval of a teacher education preparation program which:

   a. Offers within a designated teaching or educational specialist area for which the state educational agency issues a professional certificate or license.

   b. Designs to evaluate the degree of teaching competence of the students upon entry to, and at progressive points throughout the approved program, and to provide students with an opportunity to acquire proficiency in areas of identified deficiency.

   c. Includes an assessment component to verify the satisfactory attainment of the specified "exit" competencies.

2) Performance-Based Teacher Education (PBTE) -- Synonymous with competency-based teacher education.

Pennsylvania Department of Education. "Competency-Based Teacher Certification in the United States," (Harrisburg: 1973.) p.1.

6. PERFORMANCE OR COMPETENCY? As one talks to proponents of competency-based and performance-based teacher education terminology, it becomes abundantly clear that they refer to the same movement. Advocates of performance-based terminology refer to the way in which teachers demonstrate teaching knowledge and skills. That demonstration is observable (and their objectives are to "write," "do," "describe;" not "understand" or "perceive" which are nonobservable). Further, performance reminds us that knowledge of content and teaching strategies is not sufficient in teaching -- overt action is important.

Competency-based emphasizes a minimum standard; it adds criterion-levels, value orientations, and quality to the definition of the movement. While competency advocates note three levels for criteria -- cognitive, performance, and consequence -- they press for the latter as the most significant measure of effectiveness. Performance advocates, also recognizing consequence as the ultimate test of an individual's effectiveness, point out that many intervening variables affect results (pupil ability, interest, motivation, availability of resources). They stress that our present understanding of these variables and our inability to control them adequately in field settings preclude consequence objectives as realistic requirements. Thus, objectives requiring performance-based is more descriptive as a generic name for this movement.

Both performance-based and competency-based express important elements of the movement -- one focusing on objectives, the other on criteria. Both are useful, not conflicting.

W. Robert Houston. Strategies and Resources for Developing a Competency-Based Teacher Education Program. Multi-State Consortium on Performance-Based Teacher Education. 1972. pp. 25,26.

7. "Performance-based" is a term applied to teacher education programs, as well as other programs having (a) pre-specified objectives (competencies), (b) techniques for assessing the achievement of those objectives, and (c) decision-making regarding training needs based on successful mastery of objectives. The terms "competency-based" and "criterion-referenced" are roughly synonymous with "performance-based" as descriptors of teacher education programs. It should be noted that wide agreement has not been reached as to the characteristics of a performance-based teacher education program. Many authorities consider several conditions in addition to the three described above as necessary. However, it is doubtful that any teacher education program would be considered to be performance-based without (a) pre-specified objectives (competencies), (b) techniques for assessing the achievement of those objectives, and (c) decision-making regarding training needs based upon mastery of those objectives.

Fred Daniel, Associate for Planning, Florida Department of Education. " 'Performance-Based' Does Not Mean a Teacher Education Program is Good -- It Just Means It Is Easier to Tell." September 16, 1971.

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8. The process of designing a competency-based program of initial teacher education requires specifying in advance expected outcomes in terms of competencies to be demonstrated by graduates of the program, developing learning opportunities and environments expected to facilitate students' progress toward specified outcomes, and constructing and using evaluating procedures and instruments directly relevant to the stated competencies. In a well designed program, the result of these steps is a system where feedback channels are busy conveying evidence on the functioning and effect of the system.

Margaret Lindsey, Teachers College, Columbia University. "Performance-based Teacher Education: Examination of a Slogan." Journal of Teacher Education. Fall 1973, Volume XXIV, No. 3. pp. 181, 182.

#9.

Competency-Based Teacher Education

1) A system of teacher education which has its specific purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching. Presumably, each competency attained by the preservice teacher is related to student learning and can be assessed by the following criteria of competence:

   a. knowledge criteria that assess the cognitive understandings of the teacher education student;

   b. performance criteria that assess specific teaching behaviors; and

   c. product criteria that assess the teacher's ability to examine and assess the achievement of his or her pupils.

Performance-Based Teacher Education

A teacher education program where the learning outcomes and the indicators acceptable as evidence of the realization of these outcomes, specified and made public. (This type of program is sometimes used as the basis for certification of new teachers.) Learning outcomes may be evidenced at:

1) The knowledge level (the result of interacting with "protocol" materials).

2) The skill level (the result of interacting with "training" materials).

3) The output level (the result of interacting with "integrating" materials).

4) The performance level (the behavior of the teacher).

5) The consequence level (the behavior of pupils).

Allen A. Schmieder. Competency-Based Education: The State of the Scene. PBTE Series: No. 9. Washington D.C.: American Association of Colleges for Teacher Education, 1973. pp. 52,63.

10. The competency-based approach can be defined as one which specifies objectives in explicit form and holds prospective teachers accountable for meeting them. Teacher competencies and measures for evaluating them are specified and made known in advance of instruction.

Competency-based programs are criteria references and thus provide information as to the degree of competence attained by a particular student teacher, independent of reference to the performance of others. Competencies may be developed and assessed on three types of criteria:

1) Knowledge -- facts, principles, generalizations, awarenessess, and sensitivities that the student teacher is expected to acquire.

2) Performance--behaviors that the student teacher is expected to demonstrate.

3) Consequences -- outcomes that the student teacher is expected to bring about in the emotional and intellectual growth of his pupils.

Beyond this basic definition, there is confusion even among the disciples of the movement as to what constitutes a CBTE program. Most would agree, though, that a program is competency-based if it possesses the following characteristics:

1) Individualized instruction -- the student teacher is involved in making instructional choices that he considers relevant to his own interests.

2) Instructional modules -- a module is a unit of learning consisting of a set of activities intended to help a student teacher achieve specified objectives.

3) Time as a variable -- completion of modules and rate of progress through the program are determined by the student teacher's competency rather than by the traditional requirement of course completion in a fixed time span.

4) Field-centered instruction -- because of the emphasis on performance in real settings with pupils, there is more and earlier practice teaching.

5) Emphasis on exit rather than entrance -- while program admission requirements are less rigid, demonstration of competency is required for certification.

Two major procedural conditions should exist if the program is approaching the ideal CBTE model: (1) a systems approach, and (2) decision-making by "consortia."

Phyllis D. Hamilton. Competency-Based Teacher Education. Stanford Research Institute, SRI Project 2158. 1973. pp. 3,4.

11.

A Performance-Based Program includes --

1) Statements of goals for program.

2) Performance objectives for implementation of program goals.

3) Performance tasks for implementation of objectives.

4) Criterion measures for evaluation of performance tasks.

5) Provisions to insure a balance of theory and practice.

6) Systematic evaluation to insure relevancy of assigned tasks for field and campus application.

7) Inservice training to provide maximum effectiveness of campus and field associate teacher trainers.

8) Ongoing evaluation of program to determine degree that program goals are being realized.

Frederic T. Giles. Changing Teacher Education in a Large Urban University. PBTE Series: No. 6. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. p. 12.

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12. A COMPETENCY-BASED TEACHER EDUCATION PROGRAM is one in which the competencies to be demonstrated by the student and the criteria to be applied in assessing the competencies of the student are made explicit and the student is held accountable for meeting those criteria.

Teacher COMPETENCIES refer to those particular attitudes, skills, understandings, and behaviors believed to facilitate the intellectual, social, emotional, and physical growth of children.

The CRITERIA used in assessing the competencies of the student are of three kinds: (1) knowledge criteria which are used to assess the student's cognitive understandings, (2) performance criteria which are used to assess the student's teaching behaviors, and (3) product effectiveness in terms of pupil growth.

The student is held ACCOUNTABLE for demonstrating the competencies specified, not for completing an established number of courses or credit hours; thus, the program is achievement-based, not time-based.

Wilford Weber. "Competency-Based Teacher Education: A Definition." University of Houston. Mimeograph.

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13. While there are numerous features which characterize competency-based teacher education programs, four of the most prominent are (1) the emphasis on clearly specified objectives, (2) the utilization modules, (3) the high priority put on the personalization of instruction, and (4) the emphasis given a field-centered approach.

Wilford A. Weber. "Team Leaders and Competency-Based Teacher Education," Perspectives on the Role of the Teacher Corps Team Leader. The University of Toledo, Project No. 452272, Grant No. OEG-0-70-2272 (715). p. 114.

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14. Competency-Based Teacher Education - systematically designed teacher education programs which typically emphasize the following characteristics:

1) pre-specified public competencies or program goals.

2) pre-specified, public performance objectives.

3) actual competency demonstration.

4) detailed assessment of entering and exiting behavior.

5) new instructional materials with an emphasis on the instructional models.

6) public school cooperation in program development and implementation.

("performance-based teacher education" - synonymous)

Rita C. Richey. "Definition of Selected Terms Related to Competency-Based Teacher Education," Michigan COAST Project. Wayne State University, College of Education, Division of Teacher Education. Detroit, Michigan, May 1974. p.2.

Synthesis of CBTE

An analysis of the preceding definitions led to the development of seven basic components which encompass all facets of programs that were described in the definitions. These components are: competencies, assessment, individualized instruction, field centered, systemic approach, general program characteristics, and decision-making processes. Each of these consists of several factors, the number varying with the component area. Each component and its factors are listed in the following pages.

Those factors marked with an asterisk are "given", that is, the program must have these before an analysis should even be made. There are only three such factors, the only ones where there appears to be unanimous agreement. It is important to note that beyond these three the profile does not indicate how many or which factors are needed as a minimum in order to classify a program as competency-based. Nor does this imply that only those three are sufficient to have a competency-based program. No such agreement among program developers exists. The profile can be considered more of an index of the degree to which a program is competency-based. It is axiomatic that there will be disagreement over these elements!

Competencies

* 1) Competencies are specifically stated in behavioral terms .

* 2) Competencies are made public .

3) Competencies have mastery levels or performance criteria which make criterion assessment possible .

4) Competencies are stated for student teaching .

5) Competencies are stated for some professional education courses or modules .

6) Competencies are stated for entire professional education sequence.

7) Competencies are stated for subject matter areas .

8) Competencies are stated for general studies component.

9) Competencies are derived from a theoretical base.

10) Competencies are derived from an analysis of teacher roles.

11) Competencies are derived from experienced teachers' judgment.

12) Competencies are written in the cognitive area.

13) Competencies are written for performance (teaching) skills.

14) Competencies are written in terms of pupil outcomes (consequence competencies) .

15) Competencies are written in terms of attitudes to be demonstrated.

16) Competencies are subjected to continual validation procedures.

Assessment

* 1) Assessment is directly related to competency statements.

2) Competency assessment is based on stated mastery levels or performance criteria.

3) Assessment allows for influence of context variables upon performance particularly when field centered assessment.

4) Criteria are specified, made public in advance of instruction.

5) Assessment utilizes performance as primary evidence.

6) Assessment strives for objectivity and consistency.

7) The learner is accountable to achieve competencies.

Individualized Instruction

1) Accomodates learner style (sequence preference, pacing, perceived need).

2) Alternative instructional modes available for competency attainment.

3) Modularized instruction .

4) Student choice of objectives.

5) Exit requirement emphasis, time is a variable.

6) Rate of progress determined by competency completion .

7) Significant student-instructor contact (personalized).

Field Centered

1) Pre-student teaching field experiences

2) Evaluation of some module objectives in the schools

3) On-site training in school settings

4) In-service component of program

5) School personnel involved in assessment

6) School personnel involved in formal instruction

Systemic

1) Data is collected on the program and students

2) Feedback of evidence on functioning and effectiveness of the system, feedback to students continual

3) Regenerative program - continual revision, systematic evaluation to insure relevancy of tasks, instruction revised on basis of learner feedback

4) Management system established - accounting of program, students, and materials

5) Effective communication system within program and among staff

Program

1) Instruction intended to facilitate development of competencies and derived from competency statements.

2) Research oriented, promotes research on competencies.

3) On-going program evaluation to determine if goals achieved.

4) Totally unified and integrated program.

5) The program is accountable for: meeting student needs, relevancy, effectiveness.

Decision-Making

1) Decisions based on feedback, input of data, and competency assessment.

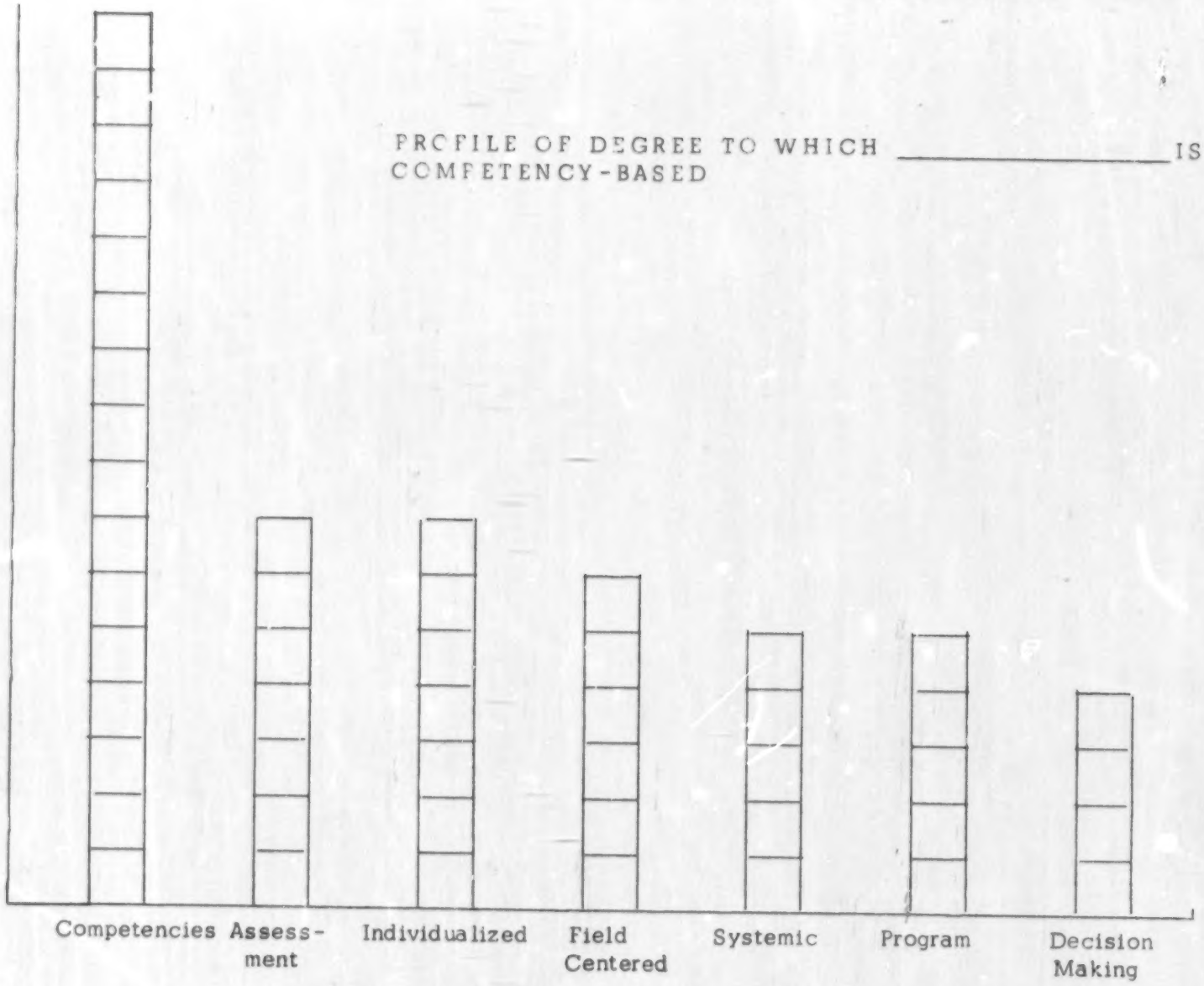
2) Broad-based decision making, groups involved are represented in policy decisions.

3) Student participation in decision-making.

4) Consortium is organized.

The factors which apply to a particular program are checked, and the total number of factors in each component are indicated on the profile. The profile form is shown in figure one.

PROFILE OF DEGREE TO WHICH _____ IS COMPETENCY-BASED



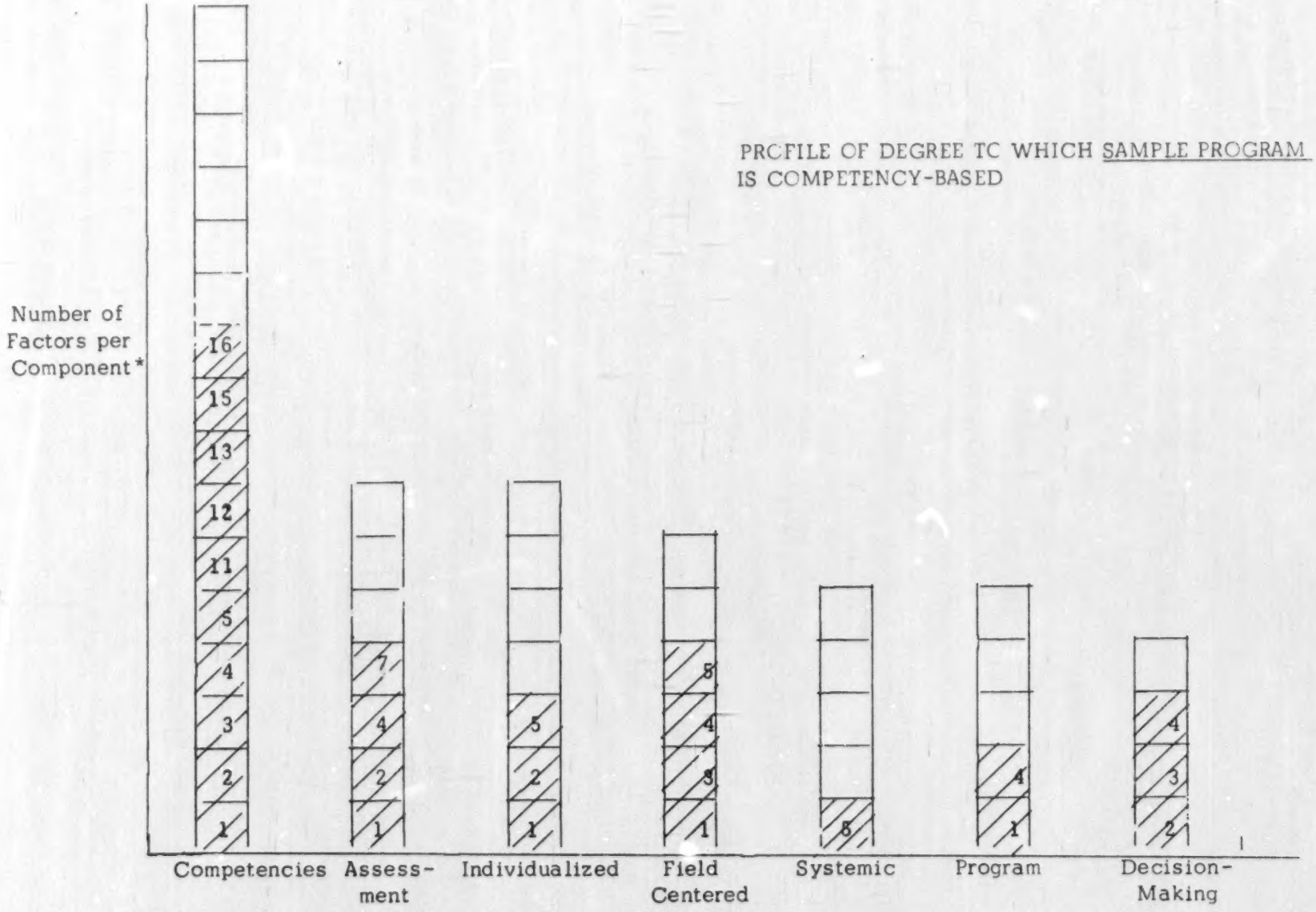
(figure 1)

Sample Program

As an example of how the profile works, consider a hypothetical institution which has matched its program with the factors. In terms of competencies, numbers 1*, 2*, 3, 4, 5, 11, 12, 13, 15, 16 apply. Since there are ten of these, the profile will indicate ten factors. Note that factors are merely totaled, with no sequencing and weighting of factors indicated. Under assessment, numbers 1*, 2, 4, 7 apply, hence four factors are indicated. Eventually a total profile is constructed which provides an overview of the program. (figure 2).

These profiles can be used for descriptive and/or comparative purposes. Another function relates to the pros and cons of competency-based teacher education. Critics are often accused of building "straw men" which they methodically attack. By illustrating those factors which apply to a <u>particular</u> program, it is then reasonable to identify only those strengths and weaknesses associated with particular elements as being applicable to that program. Thus, a much more realistic assessment and more meaningful discussion are possible. There may, of course, be aspects not covered by the profile which would be points of discussion, such as the teaching of theory. The profile does, however, provide a point of reference.

PROFILE OF DEGREE TO WHICH SAMPLE PROGRAM IS COMPETENCY-BASED



*numbers indicate which factors apply

COMPONENTS

(figure 2)

III. COMPETENCY-BASED TEACHER CERTIFICATION

Definitions

#1. In defining performance-based teacher certification, it is useful to consider the two parts of the concept -- "performance-based" and "teacher certification" -- separately. Teacher certification is, of course, the process whereby a state or other governmental unit identifies those persons who are eligible for employment as teachers.

The "performance-based" part of the concept signifies that the collection of evidence verifying the candidate's ability to perform as a teacher is a central function in the bureaucratic process of teacher certification. The addition of "performance-based" as a qualifier to "teacher certification" specifies the kind of evidence which is most appropriate for identifying those persons who should be considered qualified to perform as teachers in public schools. Such evidence would relate directly to teaching performance.

Fred Daniel, Associate for Planning and Coordination. Performance-Based Teacher Certification: Florida's Projected Program. May 1971.

#2. Competency-Assessment Certification (CAC) -- The award of entry-level certification or licensure based upon a competency-assessment procedure which verifies the applicant's attainment of an established minimum level of teaching competency, by either

1) State Education Agency (SEA) - approved CBTE/PBTE

2) A competency-assessment process designed and conducted by the SEA.

(NOTE: Procedures of school districts, preparing institutions, or state educational agencies -- acting separately or cooperatively -- which (sic) permit entry of certain classes of persons (e.g.: those holding earned degrees in non-education fields, etc.) to teach or perform other school staff support services on a probationary status. If during this period such persons are rated in some overall performance manner for the purpose of awarding continuing professional certification or licensure, such process has not been defined as competency-assessment certification. Such procedures do not verify specific competencies in advance of initial entry into, and employment within, the education professions.)

Pennsylvania Department of Education. "Competency-Based Teacher Certification in the United States," (Harrisburg: 1973.) pp. 1,2.

#3. Competency-Based Teacher Certification -- The Name of What Game?

Competency (performance)-based teacher certification (CBTC) has been interpreted in several ways. In the following descriptions, the term competency-based teacher education is not defined. Any of the previous definitions of CBTE which apply to a particular situation or state may be substituted for the term CBTE.

Preservice

1) An agency of the state (e.g., Department of Education, testing center, commissioned committees) external to the teacher education program evaluates a candidate for certification. This is the strict interpretation of the term.

2) The state has adopted a set of competencies required of all candidates and hence as part of all teacher education programs. The preparation institutions verify attainment of competencies. This is in the "gray" area between CBTE and CBTC.

3) The state approves competency (performance) -based teacher education (CBTE) programs (defined in various ways) so that certificates will be issued upon the recommendation of the institution. Competency programs may or may not be mandated. This is a very loose interpretation of the term and generally is considered more CBTE than CBTC. Some would classify only a mandated CBTE system as CBTC.

Inservice

1) An agency of the state (e.g., Department of Education, testing center, commissioned committees) external to the school district evaluates a candidate for re-certification.

2) The state has adopted a set of competencies required of all re-certification candidates. Local districts using their own staff (or combined with outside personnel) evaluate the candidate and recommend for re-certification on the basis of these competencies.

3) The state requires an inservice evaluation for re-certification and either requires or accepts an evaluation system consistent with the principles of the competency-based approach (variously defined). Some would classify only a mandated system as CBTC.

Robert A. Roth, Michigan Department of Education. January 1974.

Synthesis of CBTC

The various state approaches to competency-based teacher education/certification can be viewed as being along a continuum (figure 3) and reflect the role of a state in the process. At one end of the continuum we have a very open system with considerable flexibility, whereas at the other end we have a highly structured and centralized approach. Easily identifiable state positions have been labeled on the diagram and will be briefly described, but it is important to remember that a continuum implies varying degrees of program types between those identified. A more complete description of the models, a discussion of the issues related to these, and examples, can be found in The Role of the State in Competency-Based Teacher Education by Robert A. Roth.

Informational Model

Decision-making is decentralized with local districts conducting the evaluation of the competence of potential teachers. The function of the state is to monitor the local evaluation but not impose standards. The state office would maintain a data bank on all teaching personnel.

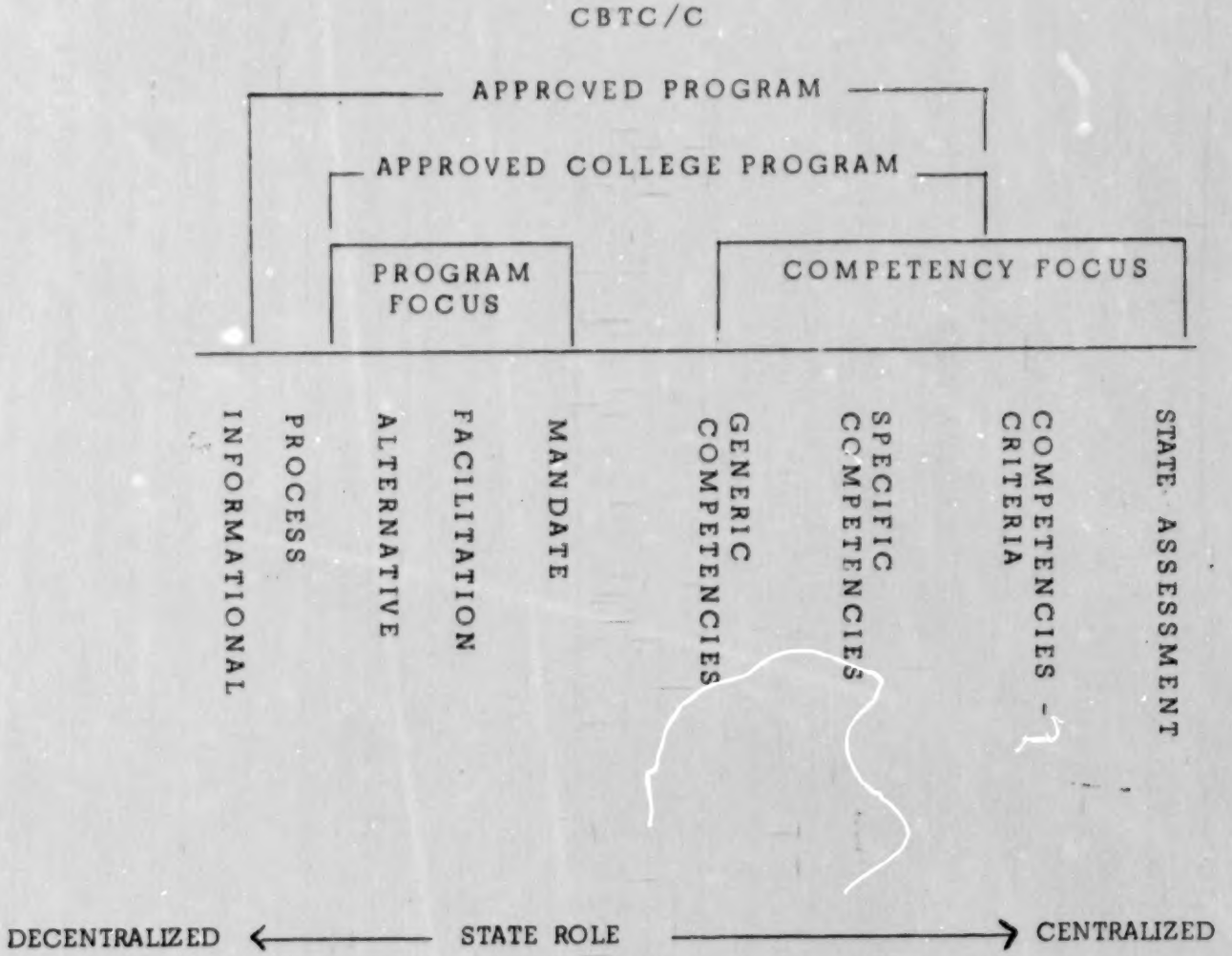
Process Model

In this system the state does not determine the content of the teacher education program. Competencies and performance criteria are not established at the state level. The primary role of the state is to define the process for development of teacher education programs, stating who is to be involved and the nature of the involvement.

Alternative Program Model

In this system the state provides that institutions may develop competency-based teacher education programs. Alternative structures are available to the teacher preparation institutions, but all programs are approved by the state. Many states are operating under this approach, some merely because existing regulations provide for experimental programs.

STATE APPROACHES



(figure 3)

Facilitation Model

As in the alternative program model, the institutions are free to select their program structure, and the college approved program approach is utilized. The essential difference is that the state actively supports competency-based programs through a number of facilitating activities. The main theme in this approach is to encourage development of programs but to maintain this on a voluntary basis due to the lack of definitive information on program effectiveness.

Mandate Model

In this case, all of the previous model's components apply, except that the teacher preparation institution must develop competency-based teacher education programs. Some of the options have now been closed, but only in terms of program structure. Implicit in this system is a deep commitment to CBTE and faith in its value.

Generic Competencies Model

A general approach to competency-based teacher education-certification is to establish required competencies at the state level. The manner in which these competencies are stated significantly affects the impact they will have on teacher education programs and the role of the state. The competencies can be stated in generic (broad) terms which then serve as guidelines for further specification by teacher preparation institutions.

Specific Competencies Model

In this system the state provides very specific competencies which are utilized by the colleges or preparation units as program objectives. Uniformity in certification with a single set of standards is the essential feature.

Competencies Criteria Model

A model which at times is indistinguishable from the previous one is characterized not only by state adoption of specific competencies but the criterion levels for these as well. Criterion levels specify the evidence that will be accepted that a competency has been demonstrated.

State Assessment Model

In this paradigm specific competencies and criteria are established at the state level, but the assessment of an individual's competence is done by the state. There are several ways in which a state testing procedure can be implemented.

Figure three illustrates the various models described. The titles "approved program" and "approved college program" were added to the continuum by Ted Andrews, with the New York State Department of Education.

A significant question is which of these models are considered competency-based teacher education, and which are considered competency-based teacher certification. Where does one draw the line? It is suggested that the farther to the right one goes on the continuum, the more the approach is considered competency-based teacher certification. The informational, process, alternative and facilitation models probably would not be considered certification, but the state assessment model certainly is. Classification of the models between these would be a matter of preference.